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The Land, Histories, and Stories

**Home Instructor's Guide
and Assignment Booklet 7A**

Module 7
Encounter Saskatchewan

Grade 5 Social Studies
Module 7: Encounter Saskatchewan
Home Instructor's Guide and Assignment Booklet 7A
ISBN 978-0-7741-2958-9

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This document is intended for	
Students	✓
Teachers	✓
Administrators	
Home Instructors	✓
General Public	
Other	



You may find the following Internet sites useful:

- Alberta Education, <http://www.education.gov.ab.ca>
- Learning Resources Centre, <http://www.lrc.education.gov.ab.ca>
- Tools4Teachers, <http://www.tools4teachers.ca>

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Overview for Module 7: Encounter Saskatchewan

In Module 7, your student meets Qian, Hugo, and Leijin, the final winners of a Canadian history writing contest. With Qian from Hong Kong and host Oscar and his mom Mrs. Calder from Saskatoon, your student travels through the history of Saskatchewan, a province named after a Cree word for “swiftly flowing river.”

Your student hears stories of quiet heroes like Tom Sukanen who came west to help his family and built an amazing ship right on the prairie grasses and the Famous Five who insisted that women were persons. Your student reads a legend of grandmothers who sacrificed their lives to help their peoples and whose laughter, some say, echoes on a windy night and about Terry Fox, who courageously dreamed of making life better for cancer patients and helped all Canadians.

Interwoven among stories of Canadians who lived on the land for thousands of years and those who came west to seek a better life, the student will hear stories of a land that welcomed each wave of peoples, was changed to meet their needs, and changed them in return.

Assessment

This is how the marks for Module 7 are distributed:

Assignment Booklet 7A

Chapter 1 Assignment	15 marks
Chapter 3 Assignment	10 marks
Chapter 4 Assignment	10 marks
Chapter 5 Assignment	10 marks
Chapter 6 Assignment	20 marks
Chapter 7 Assignment	<u>7 marks</u>
Total	72 marks

Assignment Booklet 7B

Chapter 8 Assignment	14 marks
Chapter 9 Assignment	15 marks
Chapter 10 Assignment	8 marks
Chapter 11 Assignment	14 marks
Chapter 13 Assignment	14 marks
Chapter 14 Assignment	15 marks
Chapter 15 Assignment	<u>20 marks</u>
Total	100 marks

Field Trips and Speakers

Field trips can enrich the student’s experiences and help reinforce concepts. If possible, visit the province of Saskatchewan, especially the places named in the Student Module Booklet including the city of Saskatoon, the Meewasin Trail, Wanuskewan Heritage Park, and Old Wives Lake. Visit a slough or protected wetlands in Saskatchewan to bird watch.

Invite the following guest speakers to talk to your student:

- Invite First Nations Elders and storytellers to share Nehiyawak or other First Nations oral history and stories.

- Invite history professors or members of historical societies to share stories about homesteaders such as the Barr Colonists or inventor and builder Tom Sukanen.
- Listen to agronomists or parks officials speak about the conservation of wetlands, prairies, and forests.

Supplemental Reading

The following books deal with life in Saskatchewan and are considered to be at a Grade 5 reading level:

- *As Long as the Rivers Flow*, by Larry Loyie, Groundwood Books, 2005.
- *People of the Buffalo*, by Maria Campbell, Douglas and McIntyre, 1976.
- *The Ukrainian Pioneer*, by William Kurelek, Niagara Falls Art Gallery, 1980.
- *This Land Is my Land*, by George Littlechild, Children's Book Press, 1997.
- *Who Has Seen the Wind?* by W. O. Mitchell, Random House Inc., 1995–2007.

The following books are excellent reference materials to supplement the topics in Module 7, but they may be above an average Grade 5 reading level. They are available at your local library. Check with the reference librarian at your library for other books that are available.

- *Ahtahkakoop: The Epic Account of a Plains Cree Head Chief, His People, and Their Struggle for Survival 1816–1896*, by Deanna Christensen, Ahtahkakoop Publishing, 2000.
- *A Guide to Nature Viewing Sites in and Around Saskatoon*, edited by Peter Jonker and Bernie Gollop, Saskatoon Natural History Society, 2000.
- *A Scattering of Seeds: The Creation of Canada*, by Lindalee Tracey, McArthur and Company, Toronto, 1999.
- *Blackfoot Lodge Tales*, by George Bird Grinnell, IndyPublish.com, 2004.
- *Info Canada—Provinces and Territories: Saskatchewan*, by Wendy L. Mathieu, Nelson Thomsen Learning, 2004.
- *Lesia's Dream*, by Laura Langston, HarperCollins Canada, 2003.
- *Looking Back: True Tales from Saskatchewan's Past*, by Paul Dederick and Bill Waiser, Fifth House Publishers, 2003.
- *Geographic Names of Saskatchewan*, by Bill Barry, People Places Publishing, 2005.
- *Prairie River: A Canoe and Wildlife Viewing Guide to the South Saskatchewan River*, by Dawn Dickinson and Dennis Baresco, Holmes Printing, 1996.
- *Saskatoon: A Century in Pictures*, by William P. Delainey, Western Producer Prairie Books, 1982.
- *Saskatchewan History Along the Highway*, by Bob Weber, Red Deer Press, 1999.
- *Saskatchewan (Hello Canada)*, by Gillian Richardson, Lerner Publications Company, 1995.
- *The Promised Land: Settling the West 1896–1914*, by Pierre Berton, Anchor Canada, 2002.
- *The Story of Canada*, by Janet Lunn and Christopher Moore, Key Porter Kids, fifth edition, 2007.
- *They Sought a New World*, by William Kurelek, Tundra Books, 1999.

Websites

Suggested websites for this module include the following:

- <http://www.canadianencyclopedia.ca>
- <http://archives.cbc.ca/index.asp?IDLan=1>
- http://www.pch.gc.ca/index_e.cfm
- <http://www.atlas.nrcan.gc.ca/site/index.html>
- <http://www.infocanada.nelson.com/saskatchewan/studentcentre.html>
- <http://members.shaw.ca/kcic1/geographic.html>
- <http://www.branimirphoto.ca/stock/saskatchewan/sask-south.html>
- http://en.wikipedia.org/wiki/Coat_of_arms_of_Saskatchewan
- <http://www.saskstories.ca>
- <http://www.meewasin.com/>
- <http://www.environment.gov.sk.ca/about/>
- <http://www.buffalotjump.org/avonlea.htm>
- <http://www.buffalotjump.org/besant.htm>
- <http://www.buffalotjump.org/saddle.htm>
- <http://www.heritage-online.ca/timeline/besant.htm>
- <http://www.georgelittlechild.com>
- <http://www.sukanenmuseum.ca>
- http://www.swc-cfc.gc.ca/newsroom/news1997/1212_e.html
- <http://www.edukits.ca/famous/profiles.html>
- <http://www.whitepinepictures.com/seeds/ii/19/history2.html>
- <http://esask.uregina.ca/home.html>
- <http://olc.spsd.sk.ca/DE/saskatchewan100/index.html>

Chapter Summaries

Chapter 1: Essays from ‘Fragrant Harbour’ and ‘Beautiful Island’

Objective

To continue developing skills of historical thinking, the student examines two historic events (the Klondike gold rush and Terry Fox’s Marathon of Hope Run) from multiple perspectives.

Instructional Strategies

With the student, brainstorm how research materials from a variety of sources (e.g., a poem, an article from an encyclopedia, and a passage from a history book) provide greater accuracy by allowing for a comparison of information.

Discuss Terry Fox’s Marathon of Hope as seen through Qian’s eyes. (It serves as a point of view from a Grade 5 student.)

With the student, review the chart as a research model and other research strategies the student has practised, and discuss which suited the student’s style of learning. These might include making lists, charts, or webs for organizing information as it is gathered.

At the end of the chapter, the student works in Assignment Booklet 7A.

Website

As time permits, touch on Leijin's project. With the student, explore art by Canadian artist Emily Carr at the address <http://www.emilycarr.com>.

Chapter 2: All Winners!

Objective

The chapter examines the geographic location of the host families.

Instructional Strategies

Use the introduction to explore how all people are capable of prejudice and bias. With the student, examine how Hugo and Qian's opinions prevented them from considering specific facts about Canadian geography. In particular, discuss why Qian ignored facts about latitude and longitude and based her guess on half-remembered stories of Edmonton. Hugo also ignored similar facts and based his guess on a preconceived notion that the prairies are flat and boring.

Be sure that the student understands concepts presented in earlier modules such as latitude, longitude, and geographic regions. If necessary, review the names of Canada's provinces and territories with the student.

Chapter 3: The Adventure Begins

Objective

The student will reflect upon natural disasters and severe weather (tornadoes) that have been a part of Canada's physical geography and the geography in other parts of the world.

Instructional Strategies

With the student, compare tornadoes in Canada, typhoons in China, and hurricanes in the United States, and discuss how natural disasters affect the lives of people around the world. Discuss how natural disasters may vary from small disruptions (e.g., Leijin and her grandfather were late for an appointment) to great disasters (e.g., 28 people were killed in the Regina cyclone) to massive, modern tragedies (e.g., New Orleans was devastated by Hurricane Katrina in August 2005).

With the student, brainstorm how people in Canada help others when natural disasters strike.

At the end of the chapter, the student works in Assignment Booklet 7A.

Website

As time permits, revisit the following website:

http://archives.cbc.ca/IDT-1-70-8/disasters_tragedies/extreme_weather/

Chapter 4: To the Land of Fu Sang

Objective

The student appreciates the complexity of the Canadian identity by hearing legends and stories of the earliest Chinese immigrants.

Instructional Strategies

Discuss with your student the legendary Chinese sailor who may have reached Canada 500 years before the Vikings. Explore the possibility of Hwui Shin's voyage to North America. Visit the website at <http://www.cristobalcolondeibiza.com/2eng/2eng15.htm> and discuss how ancient stone anchors found near California may witness the arrival of Chinese sailors in the distant past. Explain how the written records found in the Chinese archives of Hwui Shin's description of plank homes in the land of Fu Sang are reminiscent of homes of coastal First Peoples who lived in the region now called British Columbia.

Explain that while oral history pointed to Vikings' exploration and settlement of Canada, the oral history was considered a legend until archaeologists found artifacts that confirmed Vikings visited Canada's east coast about 1000 years ago.

Discuss the dangers that Hwui Shin might have faced if he crossed the vast Pacific Ocean in a tiny junk as he would have been battered by great waves without a compass and accurate maps of Canada's coastline.

With the student, explain that the distance between Hong Kong and Vancouver is 10 279 kilometres, 5550 nautical miles, or approximately 20 000 lis. (A li is an ancient Chinese nautical measurement which equals 500 metres.)

With the student, discuss the earliest Chinese immigration to Canada. The following are facts to share with your student:

- About 50 Chinese artisans came in 1788 to build trading posts on Vancouver Island.
- Many Chinese people were prospectors during the Fraser River Valley gold rush (1858) and the Klondike gold rush (1897).
- By 1860, the Chinese population of Vancouver Island was about 6000.
- About 15 000 Chinese people participated in the construction of the CPR between 1870–1885.

At the end of the chapter, the student works in Assignment Booklet 7A. Before the student begins the assignment, examine the coastlines of both Asia (5° north and south of Hong Kong) and North America (5° north and south of Vancouver) and discuss unusual details.

Chapter 5: Saskatchewan Places

Objective

Your student explores how physical geography and resources determined where communities were built and how government policies, as well as natural resources, determined how communities evolved over time.

Instructional Strategies

With the student, locate rivers and lakes of Saskatchewan in an atlas, and brainstorm why forts, towns, cities, and tourist areas were built by water. For example, forts were close to water because rivers were main transportation routes. In turn, people could bring furs to the fort more easily. Of course, anyone residing in the fort also needed drinking water. Tourist areas rely on water for recreation—for example, fishing, canoeing, swimming, and camping.

Explain that Saskatchewan's grasslands were once a home to vast bison herds and a great hunting ground for First Peoples. Discuss how life changed after millions of bison were slaughtered as a result of wolfers (cruel sports hunters) and government policies such as building the railroad.

Discuss changes to grasslands as a result of the *Homestead Act* as British settlers and, later, eastern-European homesteaders started to farm the lands. Discuss changes to grassland ecology after homesteaders broke the sod. For example, the complex root system of grasses reached deep into the soil. Therefore, deep roots of grasses anchored the topsoil and prevented valuable soil from blowing away in the wind. By contrast, wheat has a shallow root system. The shallow roots of wheat were unable to stop ploughed soil from blowing away. Finally, discuss the consequences to animals such as rabbits, antelope, and deer after the grasslands—which provided food and shelter—became fields of wheat. These fields provided neither food nor shelter to the animals.

Explain to the student that while the term *sod busters* accurately described the breaking of the matted roots by homesteaders, it was used in a prejudicial fashion by those people, including ranchers, who were affected when grazing lands were ploughed. The ranchers viewed homesteaders as interlopers.

At the end of the chapter, the student works in Assignment Booklet 7A.

Chapter 6: Beneath Cool Waters, Mistasiniy Waits

Objectives

Your student will study stories as a valid source of knowledge about land and explore whose responsibility it is to ensure its preservation.

Instructional Strategies

Before tackling the question of land usage, view the regions of Saskatchewan at the address <http://www.branimirphoto.ca/stock/Saskatchewan/sask-south.html> with your student. Touch on characteristics of Saskatchewan's geographic regions (Canadian Shield and Interior Plains Region) as well as the province's vegetation regions (forest, parkland, and grassland). It may be helpful for the student to go to the Social Studies 5 Multimedia CD 1 and review the segment titled "Geographic Regions of Canada."

To help the student understand why the land in the Qu'Appelle Valley where First Peoples gathered and celebrated was considered a sacred site, read and discuss the story of Mistasiniy. With the student, brainstorm how the decision to blast the bison-shaped rock and flood the land showed the government's lack of understanding about the land's importance to First Peoples.

To help the student understand why the government chose to create a human-made lake that flooded the land, review stories of the Dirty Thirties and discuss the effect that years of drought had on farmers. With the student, brainstorm how the decision by government to create two dams (Qu'Appelle Dam and Gardiner Dam) showed an understanding of the plight of farmers. Explain to your student that when Qu'Appelle Dam (built on the Qu'Appelle River) and Gardiner Dam (built on the South Saskatchewan River) were opened on June 21, 1967, Lake Diefenbaker flooded the land. A key purpose of the dams was to regulate water flow into the two Saskatchewan rivers and have a reliable source of water (Lake Diefenbaker) available to area farmers.

Other benefits of the dams included the following:

- safe drinking water for approximately two out of five people in Saskatchewan
- an adequate water supply for the potash-mining industry
- a means for generating hydro-electricity
- a recreation area for swimming and boating

At the end of the chapter, the student works in Assignment Booklet 7A. The student must complete the assignment independently, but you may need to help the student brainstorm reasons the government decided to build the dams. Help the student answer the following question: Did the government act responsibly considering that the needs of two groups of people, farmers and First Peoples, were opposed? In particular, help guide the student to determine whether a compromise solution of saving the area where the bison-shaped rock was located should have been considered.

Chapter 7: Symbols of History

Objectives

The student explores how the contributions made by diverse groups are represented in Saskatchewan's flag.

Instructional Strategies

Go to the Social Studies 5 Multimedia CD 3 with your student, and find the segment titled "Canadian Provincial and Territorial Symbols, Part 3." Click on "Saskatchewan" to view the coat of arms, flag, and other symbols.

Using Qian's questions as a starting point, the student explores the coat of arms as a symbolic time line that captures a period in Canada's history. With the student, discuss how the coat of arms uses two symbols (the lions and imperial crown) to reflect how dominant British culture was at the beginning of the twentieth century when the coat of arms was designed. Contrast that to the representation of other cultures including First Peoples, French, and Métis, whose impact is acknowledged only in general terms. For example, the beaded collar represents First Peoples after the fur trade, but it doesn't acknowledge their way of life or rich culture that spanned centuries before the traders came. Brainstorm possible symbols that would reflect the stories of First Peoples, French explorers or settlers, and Métis farmers.

With the student, reflect on the motto "From many peoples, strength." Encourage the student to read some of the following stories:

- *A Scattering of Seeds: The Creation of Canada*, by Lindalee Tracey. (This historical non-fiction book is based on the award-winning series which aired on the History Channel. Chapters to read include "The Road Chosen: The Story of Lem Wong" by Keith Lock and "The Magnificent Abersons" by Jane Aberson.)
- *Saskatchewan's Own: People Who Made a Difference*, by Vern Clemence.

Encourage your student to do a search in encyclopedias or on the Internet to find information about Tom Sukanen—a Finnish homesteader—and the ship he built.

At the end of the chapter, the student works in Assignment Booklet 7A.

Website

There are many stories your student can read at the following address:

<http://www.saskstories.ca>

ASSIGNMENT BOOKLET 7A

Grade 5 Social Studies
Module 7: Chapters 1–7

Home Instructor's Comments and Questions

Home Instructor's Signature

FOR SCHOOL USE ONLY

Assigned Teacher:

Date Assignment Received:

Grading:

Additional Information:

FOR HOME INSTRUCTOR USE (if label is missing or incorrect)

Student File Number:

Date Submitted:

Apply Module Label Here

Name

Address

Postal Code

*Please verify that preprinted label is for
correct course and module.*

Teacher's Comments

Teacher's Signature

Home Instructor: Keep this sheet when it is returned to you as a record of the student's progress.

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- Are all the assignments completed? If not, explain why.
- Has your work been reread to ensure accuracy in spelling and details?
- Is the booklet cover filled out and the correct module label attached?

Mailing

1. Do **not** enclose letters with your Assignment Booklets. **Send all letters in a separate envelope.**
2. Put your Assignment Booklet in an envelope and take it to the post office and have it weighed. Attach **sufficient postage** and seal the envelope.

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1. Assignment Booklets may be faxed to the school with which you are registered. Contact your teacher for the appropriate fax number.
2. All faxing costs are the responsibility of the sender.

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GRADE 5



SOCIAL STUDIES

Canada

The Land, Histories, and Stories

Assignment Booklet 7A

Module 7

Encounter Saskatchewan

FOR TEACHER'S USE ONLY

Summary

	Total Possible Marks	Your Mark
Chapter 1 Assignment	15	
Chapter 3 Assignment	10	
Chapter 4 Assignment	10	
Chapter 5 Assignment	10	
Chapter 6 Assignment	20	
Chapter 7 Assignment	7	
	72	

Teacher's Comments

Grade 5 Social Studies
Module 7: Encounter Saskatchewan
Assignment Booklet 7A

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Alberta Education acknowledges with appreciation the Alberta Distance Learning Centre and Pembina Hills Regional Division No. 7 for their review of this Assignment Booklet.

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- Tools4Teachers, <http://www.tools4teachers.ca>

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ASSIGNMENT BOOKLET 7A
GRADE 5 SOCIAL STUDIES: MODULE 7
CHAPTER 1 ASSIGNMENT TO CHAPTER 7 ASSIGNMENT

This Assignment Booklet is worth 72 marks out of the total 172 marks for the assignments in Module 7. The value of each assignment and each question is stated in the left margin.

Read all parts of your assignment carefully and record your answers in the appropriate places. If you have difficulty with an assignment, go back to your Student Module Booklet and review the appropriate lesson. Be sure to proofread your answers carefully before submitting your Assignment Booklet.

15

3

Chapter 1 Assignment: Essays from ‘Fragrant Harbour’ and ‘Beautiful Island’

1. Hugo was inspired by stories of an ancestor who crossed the ocean, climbed a steep pass, and searched for gold during the Klondike gold rush. In addition to his ancestor’s stories, he gathered information from several sources. Why did Hugo use more than one source of information? Explain in complete sentences.

2. The winners of the essay contest chose the following topics to research and write about.

- Hugo Lam: Klondike gold rush
- Qian Sun: Terry Fox
- Leijin Wong: Chinese railroad workers

Think about these three topics. Briefly tell why each event is important.

2

a.

2

b.

2

c.

To answer question 3, read the following two accounts.

Account 1

The work was dangerous, and the Chinese workers were paid less than other workers. Yet thousands of Chinese people accepted jobs with the CPR (Canadian Pacific Railroad). The wages were still better than what they earned in China.

Account 2

Many people died working on the railroad. They lived in tents along the track. It was cold and wet. Many people got arthritis. They were attacked by mosquitoes and black flies. And then, after the railroad was finished, there was no more work.

6

3. What do these two accounts tell you about the quality of life for Chinese railroad workers at that time? Explain your answer in complete sentences.



Turn to Chapter 2 in the Module 7 Student Module Booklet.

10

Chapter 3 Assignment: The Adventure Begins

Use the information in Chapter 3 to complete the following chart.

Natural Disaster	Cyclone	Typhoon	Hurricane
Definition			
Origin of the Name			
Where These Natural Disasters Occur			



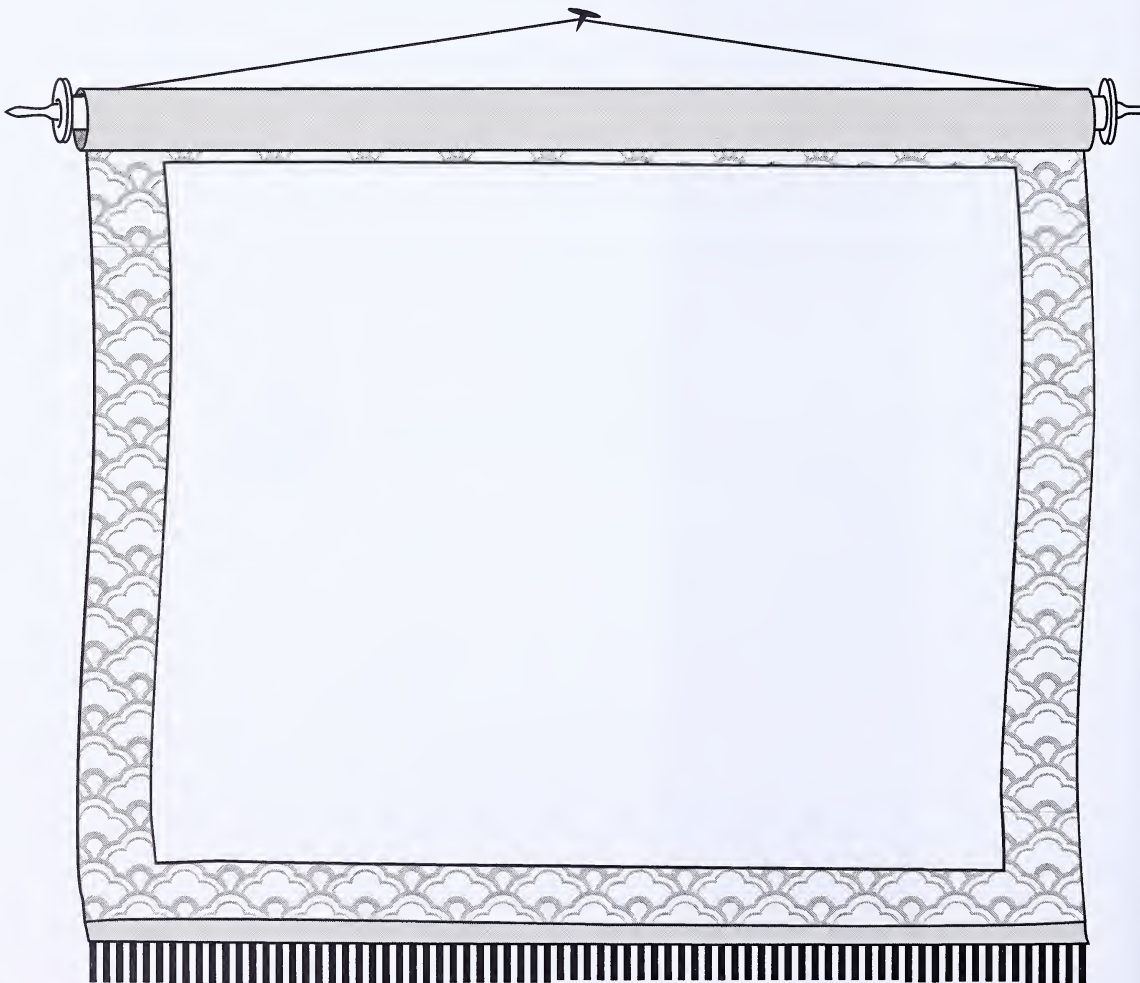
Turn to Chapter 4 in the Module 7 Student Module Booklet.

10

Chapter 4 Assignment: To the Land of Fu Sang

Follow the instructions to create a map of Hwui Shin's journey to Fu Sang. Draw your map in the Chinese scroll below.

1. Imagine that Hwui Shin began his voyage where modern Hong Kong now stands. Use an atlas, and locate Hong Kong. Draw the Chinese coastline. Label Hong Kong, and draw a symbol for a Chinese junk near the port.
2. Imagine that Hwui Shin landed where Vancouver now stands. Use an atlas, and locate Vancouver. Draw the British Columbian coastline. Label Vancouver, and draw a plank house as a symbol.
3. Mark the journey from Hong Kong to Vancouver with a line. Above the line, write the distance in lis. Below the line, write the distance in kilometres. Label the Pacific Ocean.



Turn to Chapter 5 in the Module 7 Student Module Booklet.

10

Chapter 5 Assignment: Saskatchewan Places

1. Often people confuse the words *plain* and *prairie*. Explain their meanings below.

①

a. plain

①

b. prairie

②

2. Name the four landscapes found in the Interior Plains geographic region.

③

3. Name three vegetation areas found in Saskatchewan.

②

4. Why do grasses grow well on the prairies?

①

5. What animal did the First Peoples in the Interior Plains Region hunt across the vast 'sea of grass'?



Turn to Chapter 6 in the Module 7 Student Module Booklet.

20

Chapter 6 Assignment: Beneath Cool Waters, Mistasiniy Waits

3

3

1. First Peoples rejoiced and celebrated at their sacred place near Mostos-awasis and suffered when it was flooded to make way for an irrigation system. Farmers suffered during great droughts of the Dirty Thirties and then rejoiced when the land was flooded to make way for a reliable irrigation system.
- a. Imagine you are interviewing a First Nations Elder whose ancestors had celebrated at the sacred rock. The decision has been made to flood the area. In the following chart, write three ideas the Elder would use to explain why the sacred site should be protected.
- b. Imagine, on the same day, you interviewed a farmer whose grandparents homesteaded near the sacred rock. In the following chart, write three ideas the farmer would use to explain why building the dams and flooding the land with Lake Diefenbaker were essential to farmers.

Sacred Land Must Be Spared (Elder)	Flooding of the Land Essential (Farmer)

14

2. First Peoples moved to reserves after the bison herds were destroyed, and homesteaders moved to cities and towns after years of drought destroyed their lands. Qian wrote a paragraph to explain the suffering of both groups of peoples as a result of circumstances they couldn't control. Do the same. In the space provided, write a paragraph that includes the following elements:

- Choose a title that summarizes the topic.
- Describe circumstances that First Peoples and homesteaders couldn't control.
- Describe the results for each group.
- Summarize the similarities between both groups.

[illegible]

Turn to Chapter 7 in the Module 7 Student Module Booklet.

7

**Chapter 7 Assignment: Symbols of History**

Saskatchewan's coat of arms is a symbolic time line designed just after Saskatchewan became a province. Choose the correct words, and complete the quiz. Use the information in Chapter 7 and on the Grade 5 Social Studies Multimedia CD 3 to help you answer the questions.

- | | | |
|----------------------------------|---------------------------------|--------------------|
| • red lion | • beaver | • sheaves of wheat |
| • <i>Multis e gentibus vires</i> | • beaded collar | • western red lily |
| • white-tailed deer | • "From many peoples, strength" | |

1

1. For centuries, our artisans decorated clothing and moccasins with seeds and porcupine quills. When the traders came, we exchanged our furs for beads and used them to create our amazing designs. The _____ represents our work.

1

2. We didn't know after we crossed the wild ocean in search of furs that settlers from our homelands would farm on Saskatchewan's prairies. The _____ represents those of us who came from the British Isles.

2

3. Some of us were part of the Great Migration, and some of us lived here for thousands of years before the newcomers came. Now we are part of a multicultural society. This phrase _____ stands for all peoples who live in Saskatchewan. The phrase means _____.

1

4. For thousands of years, I happily built dams on swift flowing rivers of Saskatchewan. Then fur traders desired my fur and First Peoples started to trap me in exchange for guns and beads. I am a _____.

1

5. I've been Saskatchewan's official floral emblem since 1941. My scientific name is *Lillium philadelphicum*. I once grew across the province, but now I'm in danger of disappearing. I am the _____.

1

6. In 2001, the _____ was adopted as Saskatchewan's provincial animal.



Turn to Chapter 8 in the Module 7 Student Module Booklet.